



DEVAL L. PATRICK
GOVERNOR

TIMOTHY P. MURRAY
LT. GOVERNOR

MARY ELIZABETH HEFFERNAN
SECRETARY

The Commonwealth of Massachusetts
Executive Office of Public Safety and Security
Department of Fire Services

P.O. Box 1025 ~ State Road

Stow, Massachusetts 01775

(978) 567~3100 Fax: (978) 567~3121

www.mass.gov/dfs



STEPHEN D. COAN
STATE FIRE MARSHAL

MEMORANDUM

TO: Heads of Fire Departments

FROM: Stephen D. Coan
State Fire Marshal

DATE: August 25, 2010

SUBJECT: **FY 2011 Student Awareness of Fire Education Grant Application**

I am pleased to announce that the Student Awareness of Fire Education Grant Application for Fiscal Year 2011 is now available. You can find it online at www.mass.gov/dfs click on *Quick Links* and *SAFE News* along with a listing of eligible amounts by fire department/fire district. The applications are due back at the Department of Fire Services by 5:00 p.m. on Friday, September 17, 2010.

Changes For Fiscal Year 2011

Fiscal Year 2010 funds must be expended by January 31, 2011. If they are not, departments may apply for one 6-month extension.

In accordance with guidance from the Commonwealth's Comptroller, the time to spend Fiscal Year 2009, or any prior year funds, has expired. You will be required to indicate on the Fiscal Year 2011 application the amount of any remaining FY 2009 funds and that amount will be deducted from your FY 2011 grant award.

The passing score has been raised to 70 points.

Evaluation

Written documentation of evaluation has been required for several years for at least one grade level in your S.A.F.E. Program. This spring, the Department of Fire Services' provided in-service training on a [new 3rd grade evaluation tool](#). The booklet, the Excel Spreadsheet for collecting and tallying your data, and a guide on how to use the tool are

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available on line. You are not required to use this tool, but you are encouraged to do so. This will not only meet the requirement to conduct written evaluation, but it will allow us to collect data statewide on what our third graders know about the key fire and life safety behaviors. It will allow us all to show the students are learning what we think we are teaching. This also allows you to maintain the local flexibility to decide which grades to teach and what key fire and life safety behaviors to address.

Joint Applications

Fire districts and fire departments that share school systems are encouraged to consider making joint applications to pool their resources.

Planning Grants

If you have not had an active S.A.F.E. Program in the Fiscal Years 2002-2010, I would encourage you to consider applying for a planning grant this year.

Year-End Reports

No FY '11 S.A.F.E. Grant application will be accepted from departments that have not submitted a Fiscal Year 2009 Year End report covering either the FY '09 S.A.F.E. Grant or any balance of funds shown on a previous year-end report.

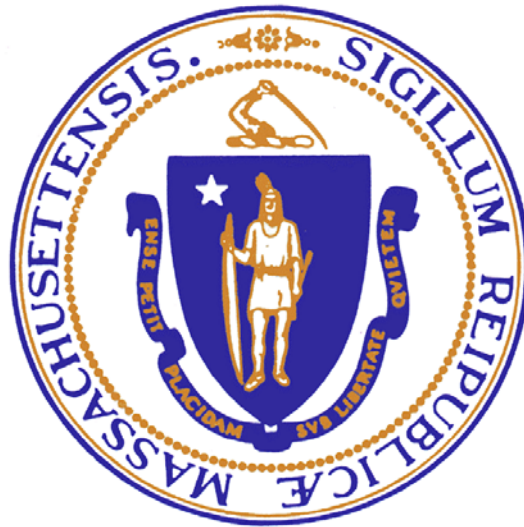
Questions

If you have questions on the S.A.F.E. Grant application please feel free to contact the S.A.F.E staff in the Public Education Unit at (978) 567 3380.

EXECUTIVE OFFICE OF PUBLIC
SAFETY & SECURITY

DEPARTMENT OF FIRE SERVICES

**STUDENT AWARENESS OF FIRE EDUCATION
GRANT APPLICATION FY 2011**



Deval L. Patrick
Governor

Mary Elizabeth Heffernan
Secretary of Public Safety & Security

Timothy P. Murray
Lieutenant Governor

Stephen D. Coan
State Fire Marshal

**DEPARTMENT OF FIRE SERVICES
P.O. BOX 1025 – STATE ROAD
STOW, MASSACHUSETTS 01775
Telephone: (978) 567-3380
Fax: (978) 567-3199**

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Fiscal Year 2011 S.A.F.E. Grant Application

Purpose:

The Student Awareness of Fire Education (S.A.F.E.) program was established in Fiscal Year 1996 in an effort to educate students about the fire and health hazards of smoking-related materials. The program's mission is to provide students with the knowledge base to recognize the dangers of fire, including the fire hazards that smoking-related materials pose. The core of the S.A.F.E. Program has been and will continue to be school-based. Because learning occurs at all ages, and is not limited to pupils who attend school, as of fiscal year 2006, S.A.F.E. funds can now be used to implement community fire and life safety education programs outside of school buildings. S.A.F.E. is implemented by firefighters who have special training in teaching fire and life safety.

The S.A.F.E. educator serves as a role model for impressionable youth while providing students with firsthand knowledge of the dangers associated with fire, age-appropriate information on preventing and surviving those fires that occur, and through a core school-based program, to effect a change in the behavior and the safety of the community at large.

The S.A.F.E. Program is designed to create a partnership between the school and fire departments, working together to reach the goals and objectives of the state's Curriculum Frameworks and the Common Core of Learning by teaching the Key Fire Safety Behaviors in the *Massachusetts Public Fire and Life Safety Education Curriculum Planning Guidebook*, and by modeling teamwork for the students.

Program Grants:

If a fire department/district had an active Student Awareness of Fire Education Program in any of the Fiscal Years 2002-2009, they may apply for a Program Grant. Active is defined as having received a S.A.F.E. Grant in at least one of those years. Otherwise the fire department is eligible to apply for a Planning Grant only.

Any application scoring less than 25 points will only be considered for a planning grant.

Planning Grants:

Any fire department/district that did not have an active S.A.F.E. Program in Fiscal Years 2002-2009 will be eligible to apply for a Planning Grant. The goal is to assist the fire department/district to be prepared to implement a full program and be able to meet the requirements for a Program Grant the following year.

Effective in FY 2009, a city, town or fire district is only eligible to receive a single year planning grant. In future years communities or fire districts that wish to apply for additional planning grants will need to describe what extenuating or unusual circumstances prevent them from applying for a program grant in a second or future year. Decisions on subsequent year funding for additional planning grants will be at the discretion and approval of the fire marshal.

Joint Applications for Program Grants

Fire departments or fire districts may submit joint applications to pool funds for regional programs. A single fire department or fire district can submit an application on behalf of their community and/or fire district in collaboration with other communities and/or fire districts. Each applicant must complete and submit a copy of pages # 17 and 18, Community Data Sheets. Total grant awards will be the sum of the individual amounts for which each city, town or fire district is eligible.

Each community or fire district receiving services from another entity will need to sign the Joint Application Agreement (pages 30-32) to that effect and will not be eligible to receive any other S.A.F.E. program funding for the same grant period.

Joint Applications for Planning Grants

Joint grant applications will be accepted from multiple communities or fire districts for a single year planning grant to establish a regional program. Total amount of the planning grant for the multiple jurisdictions will be equal to a single planning grant for any city, town or fire district. All cities, towns or fire districts will need to sign and submit the agreement that they wish to be included in the regional application.

Elements of a Successful S.A.F.E. Program:

- A. Joint Planning** - S.A.F.E. requires collaborative effort among the fire service, educators, and other outside agencies.
- B. Written Agreement** – In order to implement S.A.F.E., a written agreement between the fire department and school officials is required. All parties must sign the mission statement included in the application section demonstrating each agency's commitment to S.A.F.E. and to achieving the goals outlined in the application.
- C. Firefighter/Educator Selection** – The high quality of the educator is the foundation of the S.A.F.E. Program.
- D. Firefighter/Educator Training** – The success of the lessons delivered and the partnership with the school relies on well-trained educators. S.A.F.E. educators must be properly trained in classroom management and presentation techniques in order to be credible in the classroom. The skills developed as a result of the training provided to educators by the Massachusetts Firefighting Academy (MFA) will ensure program consistency and quality. Every S.A.F.E. program should have a lead educator that has completed the MFA's 5-day *Public Fire and Life Safety Educator* course or plans to enroll the lead educator as part of the grant application

The course provides training in classroom management techniques, child and adult development, lesson planning, public speaking, and program evaluation skills. Through these instructions, the educator will develop a working knowledge of

existing fire safety education curricula, trends, theories and the Department of Education's curriculum frameworks.

- E. Curriculum** – A core curriculum for the S.A.F.E. program consists of any nationally recognized fire safety curriculum or any suitable combination of nationally recognized curricula. The program should contain a segment concentrating on the dangers associated with fire, the result of the improper use and disposal of smoking-related materials, and discussion of the harmful effects of smoking-induced illness from the EMT/Firefighter perspectives. The *Massachusetts Fire and Safety Education Curriculum Planning Guidebook* is available to the educator. The *Guidebook* outlines the key fire safety behaviors by age group. Please specify the key fire safety behaviors you will be teaching to each age group in your goals and objectives and on your activity sheet.
- F. Classroom Instruction** – School-based programs must be the core of a successful S.A.F.E. Program. Other activities such as reaching parent organizations are recognized as supporting the core program. Individual classroom instruction is more effective than assembly-type programs. While assembly or auditorium style presentations are sometimes the only option the school offers, they are less effective and thus discouraged except in combination with individual classroom visits with the same students. Programs that reach the same students multiple times are most effective as more key fire safety behaviors can be taught and reinforced in multiple visits than in a single visit or in a large assembly. Programs that use their resources to reach a larger percentage of the school-age population have a greater impact in their community. **One-half of the budget must be devoted to the core school-based program.** Priority will be given to programs that: provide classroom-based instruction; have multiple contacts with individual students; reach a larger percentage of the school-based population; and clearly articulate the key fire safety behaviors that will be taught at each grade level.
- G. Student Evaluation-** All S.A.F.E. programs must include a method of conducting and documenting student evaluations. Recognizing that in most communities there is not time or resources to conduct a thorough evaluation of each grade, fire and school departments are encouraged to select one grade and consistently evaluate that grade from year to year. Written results must be summarized in the required year-end report. Please submit a copy of the evaluation instrument you plan to use with the grant application (test, rubric, checklist, etc.). Evaluation can take the form of:
- written pre and post-tests;
 - post-tests only;
 - homework assignments (evaluated by a checklist or rubric);
 - essays (evaluated by a checklist or rubric);
 - completed home escape plans (evaluated by a checklist or rubric); or
 - written documentation of successful demonstration by each student of a key behavior (e.g., so that you can summarize how many students successfully demonstrated stop, drop and roll, how many required coaching, and how many did not demonstrate at all.)

Use of New 3rd Grade Evaluation Tool

In 2010, the Department of Fire Services delivered to the fire service a 3rd Grade Evaluation Tool. Communities are encouraged to use this tool in order to develop a consistent statewide evaluation of the S.A.F.E. Program across the state. If you plan to use this, please attach a copy with your application and indicate on your activity worksheet.

- H. Firefighter/Educator Evaluation** – Procedures to monitor and evaluate the S.A.F.E. educator's classroom performance are important to the success of the S.A.F.E. Program and must be included. This helps to ensure that the S.A.F.E. curriculum is presented accurately and effectively and that it is adequately tied into curriculum framework objectives. Educator and course evaluations must be utilized to assess presentation, content, and educator effectiveness. Teacher feedback on specific lesson plans or presentation styles is an important component of the collaboration. Please submit a copy of the instructor evaluation tool you plan to use.
- I. Informal Educator/Student Interaction** – In addition to formal classroom teaching, S.A.F.E. educators need to spend time interacting with students informally. This provides students with an opportunity to become acquainted with the firefighter. The firefighter becomes a trusted friend and mentor; someone a student can turn to if he or she is experiencing difficulty.
- J. Teacher Orientation** – In order to function effectively in the classroom, the educator needs the support and understanding of teachers. S.A.F.E. educators need to meet with teachers to explain their role and to discuss how they can work together to reach the program's objectives. Knowing the classroom teacher's learning objectives can help the S.A.F.E. educator integrate the lesson into what is currently happening in the classroom.
- K. In-Service Training** –The program will provide opportunities for regular in-service training for the S.A.F.E. educator. The emphasis on continued training ensures that the skills are reinforced and the S.A.F.E. educator is kept informed of the latest teaching methods and program initiatives. The Department of Fire Services is planning to conduct a series of single and multi-day workshops. In addition to skill development, these workshops will provide an opportunity for on-going program evaluation and peer review of implementation techniques.
- L. Community Presentations** – Firefighters, educators and others committed to the success of this effort must ensure that the program is visible and widely accepted. The intent is to promote community understanding, acceptance and support by establishing coalitions that are essential for S.A.F.E.'s successful implementation. While the classroom-based program is at the core, programs that include parents, grandparents and the larger community in supporting the classroom-based program can be key to its success.

M. Policy Initiative – Fire departments, school departments, local boards of health and councils on aging are encouraged to collaborate whenever appropriate to promote fire safe environments.

N. Role Model – Because S.A.F.E. educators are role models for impressionable youth, care should be taken that students do not see those few remaining firefighters who smoke in the act of smoking while on-duty or in uniform whether it be near the fire station, the school, or out in the community.

Eligibility:

Any city or town whose fire department or fire district had a S.A.F.E. Program Grant in any of the Fiscal Years 2002-2009 and is committed to working with school systems, public health and other community agencies to develop a well conceived and coordinated fire safety education program *is* eligible to apply for the Program Grant. This program should include the fire, burn and health hazards associated with the unsafe use and disposal of smoking materials, match and lighter safety, and both prevention and survival of fires started by smoking materials. Fire departments with ongoing programs may utilize grant resources to enhance their current efforts by adhering to the S.A.F.E. program's guidelines. Fire departments/districts that are not eligible for a Program Grant may apply for a Planning Grant.

Selection Process:

The Office of the State Fire Marshal will designate a team to review the grant applications.

Several items will be required on a pass/fail basis for applications to be considered. Applications that fail to include any one of these items will be returned. The applicant will have one week to provide the required information or the application will not be considered.

Pass/Fail Requirements

Pass/Fail Requirements for the *Program Grant*:

1. Have all due **past S.A.F.E. Year-End Reports** been completed and submitted?
2. Have authorized representatives from both the **school** and fire departments **signed the mission statement**, thus attesting to a joint planning process and commitment to work to achieve the goals outlined in the application?
3. Are the **key fire safety behaviors** to be **taught at each grade level** listed?
4. Is the fire risk of **smoking materials** (cigarettes, pipes, lighters, matches, etc.) one of the key fire safety behaviors addressed?

Fiscal Year 2011 S.A.F.E. Grant Application

5. Does the application provide the name of an active **S.A.F.E. educator** who either holds a teaching certificate or **has completed or is enrolled in the Massachusetts Firefighting Academy's 5-day Public Fire and Life Safety Educator (PF&LSE)** course?
6. Does the budget justification show that a minimum of **50% of the budget supports a school-based program**?
7. Does the grant detail how student **evaluation** will be documented? Is a copy of the evaluation instrument attached?

Each application will be scored based on an objective score. Any application scoring less than 70 points will not be awarded the full amount the community would otherwise be eligible for. Any application scoring less than 25 will be considered for a Planning Grant only.

Pass/Fail Requirements for the *Planning Grant*:

1. Does the application provide the name of an active S.A.F.E. educator who either holds a teaching certificate or **has completed or is enrolled in the Massachusetts Firefighting Academy's 5-day Public Fire and Life Safety Educator (PF&LSE)** course?
2. Do the program narrative and activity worksheet outline one specific school-based program (such as classroom visit, fire safety house visit, assembly program) and one community program (such as an open house)?

Method Used to Allocate the Grant Awards

Planning Grants

Fire departments or fire districts that have not had an active Student Awareness of Fire Education Program in any of the Fiscal Years 2002-2009 are eligible to apply for a Planning Grant only. Planning grants will be awarded based on available funds. It is anticipated that \$1,500 will be the award for planning grants. Planning grants can be awarded once, and then fire departments/fire districts must apply for program grants.

Program Grants

Program grants will be awarded using a tier system based on a community's population in the 2000 U.S. Census.

Tier	Amount	Population
1	\$2,600	0-4,999
2	\$3,500	5,000-14,999
3	\$4,100	15,000-29,999
4	\$5,200	30,000-49,999
5	\$6,500	50,000-89,999
6	\$10,200	90,000-499,999
7	\$13,600	Over 500,000

A list of communities, their population tier and the amount they are eligible to apply for accompanies this application.

Fire districts applying for S.A.F.E. program grants are eligible to apply for the portion of the town's total eligible amount equal to the portion of the town's population they protect.

Regional or Group Applications for Program Grants

Minimum Criteria

Planning Grants must pass all pass/fail requirements.

The Office of the State Fire Marshal will review applications using scoring criteria designed to encourage quality programs that also have accountability. This year, a total of 70 points is required for an application to be considered “meets program requirements” and to be fully funded. In future years, higher scores maybe required.

5 points

- Verification will be made by the Department of Fire Services

30 points

- Or**

Fiscal Year 2011 S.A.F.E. Grant Application

- Name of active S.A.F.E. educator who will complete the PF&LSE class by June 30, 2011 = 25 points
- Name of active S.A.F.E. educator who has completed 12 –hour Public Education Presentation class = 5 points

School-Based Program Organization 40 points

Presentation Style: 20 Points

- Assembly/Auditorium Presentation = 5 points
- Combination Assembly and Classroom Presentations = 12 points
- Individual Classroom Presentation = 20 Points

Multiple Student Contacts – 10 Points

- 1 contact per student = 2 points
- 2 contacts per student = 5 points
- 3 contacts per student = 8 points
- 4 or more contacts per student = 10 points

Breadth of Program- 10 points

- Less than 10 total classroom visits or 20% of the student population reached through classroom presentations = 2 points
- 11-25 total classroom visits or 40% of the student population reached through classroom presentations = 4 points
- 26-50 total classroom visits or 60% of the student population reached through classroom presentations = 6 points
- 51-75 total classroom visits or 80% of the student population reached through classroom presentations = 8 points
- More than 76 total classroom visits or more than 80% of the student population reached through classroom presentations = 10 points

Evaluation 25 points

- Document the method of conducting student evaluations =Range 0-10 points
- Document the method of conducting educator evaluation =Range 0-10 points
- Using the S.A.F.E. 3rd grade evaluation tool = 5 points

Fiscal Year 2011 S.A.F.E. Grant Application

A copy of the Program Grant Score Sheet that will be used by the reviewers is attached to this document.

Funding of your S.A.F.E. Grant will be contingent, among other items, upon the following:

For Program Grants

1. Your completion of any outstanding Year-End Reports.
2. Your partnership with schools or other agencies involved with your target audience.
3. Your program must address the fire risk of smoking materials.
4. Your program must list the key fire safety behaviors to be taught by age group.
5. Your program must be at least 50% school-based.
6. One lead S.A.F.E. educator must have completed the Massachusetts Firefighting Academy's *Public Fire and Life Safety Educator* course by June 30, 2011.
7. Your program must include a method for documenting student and educator evaluations.

For Planning Grants

1. One lead S.A.F.E. educator must have completed the Massachusetts Firefighting Academy's *Public Fire and Life Safety Educator* course by June 30, 2011.
2. Your program must have one school-based and one community-based activity.

Program Period

The grant award funds shall be expended within 12 months of the date of the award letter and the required reports submitted within 14 months.

Submission Requirements:

Submit an **ORIGINAL** and **TWO COPIES** of your completed application. A team designated by the Office of the State Fire Marshal will read and score the applications. Applications **must be received** no later than **5:00 PM on Friday, September 17, 2010** by mail or hand delivery to:

Department of Fire Services
P.O. Box 1025, State Road
Stow, MA 01775
ATTN: 2011 S.A.F.E. Program

Please **do not include** any additional pages or materials to the applications that are not otherwise specified. **Do not bind the grant applications** and **do not attach the instruction sheets**. **Faxed applications are NOT acceptable.**

Please note: Electronic submissions of the application will not be accepted due to the original signature requirement.

THE APPLICATION IS AVAILABLE ON-LINE AT OUR WEBSITE

www.mass.gov/dfs

Deadline for Submissions:

NO EXTENSIONS for submission of applications will be granted. Applications must be received by **5:00 PM on Friday, September 17, 2010.**

Reporting Requirements:

All grantees will be required to submit the FY '11 year-end report by the end of calendar 2011. If there are any unexpended funds, the grantee will be able to apply for one 6-month extension. At the close of the single 6-month extension, all unexpended funds must be returned to the Commonwealth unless further extended by the Department of Fire Services.

Unexpended Grant Funds FY 2010 Funds

The time period to spend Fiscal Year 2010 S.A.F.E. grant funds will expire on January 31, 2011. At that time, grantees will be able to apply for one 6-month extension to spend those funds. At the close of the single extension to August 1, 2010, all unexpended funds must be returned to the Commonwealth unless further extended by the Department of Fire Services.

Unexpended Grant Funds FY 2009 Funds

In accordance with guidance from the Commonwealth's Comptroller, the time period to spend Fiscal Year 2009 (or any prior year) balance has expired. Any unexpended FY 2009 (or prior year) funds will be deducted from FY 2011 awards.

Compliance Review

The Department of Fire Services will be conducting compliance reviews to ensure that communities are complying with the requirements of the S.A.F.E. Program and to provide technical assistance. These compliance reviews may be conducted over the telephone or in person and may involve requesting additional documentation beyond the year-end reports.

Contact:

For assistance in the conceptualization or formulation of your program or application, please contact Jennifer Mieth at Jennifer.Mieth@state.ma.us or on the telephone at (978) 567-3381.

Award Process:

After all applications are reviewed and scored, award recommendations will be made to the State Fire Marshal. The Marshal's decision will be final. All award letters and contracts will be mailed to grantees on or about November 19, 2010. Once the contract is finalized by DFS the grant funds will be electronically distributed to grantees. The grant award funds shall be expended within 12 months of the date of the award letter.

How to Complete the S.A.F.E. Grant Application:

*Note: An application may be completed using a computer **but must adhere** to the following format. (See page 28 if you are only applying for a Planning Grant.)*

Fiscal Year 2011 S.A.F.E. Grant Application

1. Cover Sheet – includes applicant information and community and school demographic information.

Applicant's Information: Include the Applicant's Name, Title, Organization Name, Mailing Address, City, State, Zip Code, Business Telephone, Business Fax Number, Email and FDID Number.

Community Demographics: Include the community's total population as provided by the Department of Fire Services from the 2000 U.S. Census, the total school enrollment in grades K-12, separated by public and private (the school superintendent's office can help with the school enrollment figures), the number of schools by type (elementary, middle, high) broken out by public and private. List any other high-risk population targeted by your program (i.e. number of senior citizens.) Applications without this information will be considered incomplete and returned to the applicant.

Trained S.A.F.E. Educator: Provide the name of either:

- the lead S.A.F.E. educator who has completed the Mass. Firefighting Academy's *Public Fire and Life Safety Educator* course or;
- the name of the lead S.A.F.E. educator who will complete the Massachusetts Firefighting Academy's *Public Fire and Life Safety Educator* course by June 30, 2011 or;
- the name of the lead S.A.F.E. educator who has completed the Massachusetts Firefighting Academy's 12-hour *Public Education Presentation* course.

Amount Requested: Program grants will be awarded using a tier system based on a community's population in the 2000 U.S. Census. The Department of Fire Services has provided a list of fire departments/fire districts and the eligible amounts.

Those applying for a planning grant should request \$1,500, however actual awards will be determined based on available funds.

Type of Grant Requested: Planning or Program Grant or Joint Application (described on pages 2-3)

Authorized Signature: Signature of Chief Executive Officer or designated fire official authorizing this application.

2. Signed Mission Statement – a designated official from your respective fire and school departments must sign the S.A.F.E. mission statement that appears on page 19. By signing this statement, your community pledges to adhere to the S.A.F.E. mission by striving to achieve its goals and objectives and acknowledges a joint planning process.

Fiscal Year 2011 S.A.F.E. Grant Application

3. Program Goals and Objectives – (1 page limit)

Write your program goals and objectives. Your application should state your program goals and objectives. Your budget and evaluation measures should correspond to your goals and objectives.

A goal is a general statement describing what you hope to accomplish. An objective states who, what, when, where and how the goals will be accomplished.

The following are some examples of goals and objectives:

- GOAL To conduct a public fire and life safety education program within the Anytown elementary schools using firefighters trained as educators.
- OBJECTIVE To train two firefighters as life safety educators by sending them to the 5-day *Public Fire and Life Safety Education* training at the Massachusetts Firefighting Academy.
- GOAL To increase the fire department's ability to help the community manage its risk from fire.
- OBJECTIVE To present fire safety lessons from the ABC Curriculum addressing the XYZ Key Fire Safety Behaviors to five classrooms of third graders three times during the school year.

4. Program Narrative – (2 page limit)

Summarize your existing program in one paragraph or if none exists now, describe your prior S.A.F.E. program.

Include the following in your proposed FY '11 S.A.F.E. Program narrative:

- Describe the target audience (grade levels, ages, segment of community)
- Describe which Key Fire Safety Behaviors you will address (Explain Activity Worksheet) at each grade level and what nationally recognized fire safety curricula you will draw your lessons from.
- Describe how you will deliver your program (e.g. two classroom visits to each of 15 third grades followed up with a visit through the fire safety house.)
- Describe how you will conduct student evaluations (this must be written, see pages 4-5 of the instructions).
- Describe how you will conduct program/educator evaluation.
- Describe training of S.A.F.E. educators, or plans to train S.A.F.E. educators.

5. Activity Worksheet - Specify what age groups/grades you are targeting, how many times instructors will contact an individual student or visit the same classroom, (# of visits or contacts per student) the total number of students in that grade level you will contact, list the Key Fire Behaviors you will address in each grade and list the student evaluation component of your lesson plan (e.g., S.A.F.E. 3rd grade evaluation tool,

Fiscal Year 2011 S.A.F.E. Grant Application

homework assignment, essay, post-test, home escape plan, document number of students correctly demonstrating behavior, etc.)

Activity Worksheet

List what you plan to accomplish in your FY 2011 S.A.F.E. Program

- ◆ **Grade Category:** Complete the report with information by grade grouping. Include only information that applies to your program. In the example below we show a program that will reach the third grade only.
- ◆ **Number of Visits per Classroom:** How many times will you visit the same classroom? We want to know how many times each student at this grade level will have a lesson by a S.A.F.E. educator. In the example below each third grade classroom will have three separate visits from the S.A.F.E. educator.
- ◆ **Number of Classrooms Reached by S.A.F.E.:** How many classrooms (or homerooms) at this grade level will be visited by your S.A.F.E. Program. In the example below, the S.A.F.E. educator will visit five separate third grade classrooms.
- ◆ **Number of Students Reached by S.A.F.E.:** Enter the number of students to be reached by your S.A.F.E. Program by grade grouping. Use classroom enrollment as a guide. For instance, how many third graders will your program reach through the classroom visits? In the example below, there are five separate third grade classrooms with 20 students each, for a total of 100 students reached. Do not count each student more than once.
- ◆ **Type of Presentation(s):** (e.g., classroom, auditorium, public event, demonstration in a fire safety house, etc.)
- ◆ **Curriculum or Key Fire Safety Behaviors:** Enter the curriculum you used. (LNTB, Smoke Detectives) and the key fire safety behaviors your program covers. (i.e., practicing Home Escape Plans, Understanding and Practicing Match and Lighter Safety.)
- ◆ **Student Evaluation Method(s):** For at least one grade level you must document how will you evaluate that the student successfully understood the lesson? (e.g., S.A.F.E. 3rd grade evaluation tool, pre-& post-test, essay, documentation of demonstration, homework assignment). Evaluations must be written down and measurable.
(Samples of evaluation tools must be attached.)

Grade Category	Number of Visits Per Classroom	Total # Classrooms Reached by S.A.F.E.	Multiply # of Visits X # of Classrooms	Total # of Students Reached By S.A.F.E.	Type of Presentation	Curriculum or Key Fire Safety Behaviors	Student Evaluation Method
Third Grade	3	5	15	100 (5 home-rooms with 20 students each)	Class-room Audi-torium	1) Practicing Crawl Low Under Smoke; 2) Understanding and Maintaining Smoke Detectors; 3) Making and Practicing Home Escape Plans	SAFE 3 rd grade evaluation tool

- ◆ **Calculate Percent of Student Population Reached:** Using the student enrollment figures from the Community Demographics Section, divide the total number of students reached (in this example it is 100) by the total student enrollment. Multiply by 100 to make it a percentage.
- 6. Budget Worksheet – Specify the total dollar amounts that you propose to spend for each budget item. The total must equal the grant amount requested.

Use of Funding and Budget Information:

The following categories specify the general types of uses for the grant award. They correspond to the line items that appear on the budget worksheet (page 24). The categories, including possible examples, are as follows:

A. Training

To provide training of personnel in any nationally recognized fire safety curriculum. Training courses and seminars sponsored by the Department of Fire Services. Typical expenses in this category include tuition, S.A.F.E. related in-state travel or lodging, and meal expenses.

B. Overtime – Training

To defray overtime costs incurred as a result of a S.A.F.E. educator participating in *training* that occurs and/or extends beyond his/her regularly assigned tour of duty.

C. Personnel

To defray personnel costs incurred as a result of a commitment to S.A.F.E., such as replacement costs of firefighters dedicated to the S.A.F.E. program initiatives.

D. Overtime/Replacement Costs

Examples of appropriate use of overtime are: replacement of personnel (backfilling), compensating a S.A.F.E. educator working on S.A.F.E. activities beyond his regularly scheduled tour of duty. All S.A.F.E. personnel expenditures should be in accordance with existing collective bargaining agreements.

E. Supplies and Operating Expenses

To purchase supplies related to S.A.F.E. such as: program curriculum, workbooks, DVDs/videos/handouts, classroom supplies, T-shirts, bumper stickers, and other educational or promotional materials.

F. Equipment

To purchase or lease equipment to support and enhance S.A.F.E. efforts such as televisions, VCR's, and camcorders.

G. Other

To purchase miscellaneous and/or incidental items related to the successful implementation of the S.A.F.E. program.

H. Total Project Cost

Total lines A-G.

I. Grant Total

This should be the total amount you are eligible to apply for in your tier. See page 7 of the instructions.

J. Balance of Unexpended FY 2009 Funds

If your community has any FY 2009 or prior year unexpended funds, please list the amount here. Do not include any FY 2010 funds as the time to spend those has not expired.

7. Budget Justification – Describe how you will spend the grant award. Detail the expenses listed on the Budget Formulation Worksheet. Explain how you arrived at the total numbers. For example: the # of hours preparing for and conducting presentations, the # of presentations times hourly rate should equal your estimated personnel budget.
8. Copy of the Score Sheet- that will be used by the Office of the State Fire Marshal. You may use this score sheet to double check that your application has covered all of the key components for a successful program. Please **do not** send the score sheet in with your completed application.
9. Joint Application Agreement- To be used only when fire departments or districts are submitting a combined grant application. All parties to the joint application must sign and agree that only one will apply on behalf of all.
10. Copies of Evaluation Instruments - Attach a copy of the evaluation instruments you plan to use for both student and instructor evaluation.

Limitations on the Use of S.A.F.E. Funds

Funds for programs and services provided through this grant are intended to supplement not supplant other funding sources. Generally, no funding will be approved for:

- Construction, office furniture (e.g. copiers, air conditioners, heat lamps, fans, file cabinets, desks, chairs, rugs, etc.), and the purchase or lease of motor vehicles.
- Out of state travel or out of state lodging.
- Any existing program, salaries or other costs *unrelated* to the S.A.F.E. program.
- Code enforcement activities.
- Stipends for school teachers and lay personnel.
- The purchase of a Fire Safety House.

Community Data Sheet

Preparer Information

Name	
Title	
Organization Name	
Address	
City	
State	
Zip	
Business Phone	
Business Fax	
Email	
FDID Number	

Community Demographics

Total Community Population Source: Department of Fires Services from 2000 U.S. Census.		
	Public	Private
K-12 School Enrollment		
Pre-K –K		
Grades 1 and 2		
Grades 3 and 4		
Grades 5 and 6		
Grades 7 and 8		
Grades 9 and 10		
Grades 11 and 12		
Total		
Number of Schools (by type):	Public	Private
Elementary		
Middle		
High		
Total		

Fiscal Year 2011 S.A.F.E. Grant Application

Other High-Risk Population Targeted (specify) _____		
Total		

S.A.F.E. Educator Training

Name of Lead S.A.F.E. Educator who has completed MFA <i>Public Fire and Life Safety Educator Training</i>	
Name of Lead S.A.F.E. Educator who will complete MFA <i>Public Fire and Life Safety Educator Training</i> by June 30, 2011.	
Name of Lead S.A.F.E. Educator who has completed MFA <i>Public Education Presentation Training</i> .	

Type of Grant Requested: Program Grant ☐ Planning Grant ☐ Joint Grant ☐

Grant Amount Requested: \$ _____

Signature of Authorizing Official

Fire Department
Authorizing Official/Date

S.A.F.E. MISSION STATEMENT

The following represents the *core mission* of the S.A.F.E. program:

The Student Awareness of Fire Education (S.A.F.E.) program is a fire prevention education program designed to equip elementary, intermediate, and high school students with skills for recognizing the dangers of fire, including the fire risks smoking-related materials pose. The program utilizes specially trained firefighters to teach fire and life safety education. Many of the firefighters are trained emergency medical technicians who have seen the catastrophic health effects of smoking-induced illnesses.

The S.A.F.E. educator serves as a role model for impressionable youth while providing students with firsthand knowledge of the dangers associated with fire, age-appropriate information on preventing and surviving those fires that occur, and through a core school-based program, affect a change in the behavior and the safety of the community at large.

The S.A.F.E. Program is designed to create a partnership between the school and fire departments, working jointly to reach the goals and objectives of the state's Curriculum Frameworks and the Common Core of Learning and teaching the Key Fire Safety Behaviors in the *Massachusetts Public Fire and Life Safety Education Curriculum Planning Guidebook*, and to model teamwork for the students.

Please sign and date below to acknowledge your community's pledge to adhere to the S.A.F.E. mission by striving to achieve its goals and objectives.

Designated Fire Official
Signature/Date

Print

School Dept. – Designated Official
Signature/Date

Print

Program Goals and Objectives: (1 page limit).

Program Narrative: (2 page limit).

Describe what you will do, how, when and where you will do it, and how you will know you were successful. Start with one paragraph summary of existing or prior S.A.F.E. Program.

Fiscal Year 2011 S.A.F.E. Program Grant Application

Activity Worksheet

A) Provide the information requested below for your FY '11 S.A.F.E. Program.

Grade Category	Number of Visits Per Classroom	Total # Classrooms Reached by S.A.F.E.	Multiply # of Visits X # of Classrooms	Total # of Students Reached By S.A.F.E.	Type of Presentation	Curriculum or Key Fire Safety Behaviors	Student Evaluation Method
Pre- K & K							
Gr. 1 & 2							
Gr. 3 & 4							
Gr. 5 & 6							
Gr. 7 & 8							
Gr. 9 & 10							
Gr. 11 & 12							
Total							

Calculate Percent of Student Population Reached: _____

Divide Total Number of Students Reached by Your S.A.F.E. Program by the Total School Enrollment from the Cover Page of the Application.

Please List other Community Education Activities:

Activity	# Expected to Attend	Topics To Be Covered
Care Provider Programs (e.g. Parent Programs, Babysitter Programs, School Advisory Councils) Please Describe		
After School Programs		
Seniors/Older Adult Programs		
Anti-tobacco Initiatives		
Community Presentations		
Special Education Curriculum		
Health Fairs		
Fire Department Open House		
Other		

BUDGET FORMULATION WORKSHEET

Enter the projected amounts for each category

A.	Training	\$ _____
B.	Overtime – Training	\$ _____
C.	Personnel	\$ _____
D.	Overtime /Replacements Costs	\$ _____
E.	Supplies & Operating Expenses	\$ _____
F.	Equipment	\$ _____
G.	Other	\$ _____
H.	Total Project Cost	\$ _____
I.	Grant Amount Requested	\$ _____
J.	Balance of Unexpended FY 2009 Funds	\$ _____

Budget Justification: (1 page limit)

Please explain the total figures on the budget worksheet.

Fiscal Year 2011 S.A.F.E. Program Grant Score Sheet

Program Grant Score Sheet For Your Information Only – Do Not Complete or Submit

Documented School Partnership		PASS/FAIL
Completed Past Year End Report		PASS/FAIL
Key Fire Safety Behaviors by Grade Listed		PASS/FAIL
Addresses Fire Risk of Smoking		PASS/FAIL
Minimum 50% Program School-Based		PASS/FAIL
Program Includes Method to Document Student Evaluation		PASS/FAIL
Name of Lead SAFE Educator given who has completed or will complete by 6/30/11 in 5-day Public Fire and Life Safety Educator course		PASS/FAIL
Educator Training – maximum 30 points		
PFALSE Trained Member: Name: _____ =30 points		
OR Name of Member to Complete PFALSE by June 30, 2011: _____ =25 points		
AND		
PEP Trained Member Name: _____ =5 points		
School Based Program Organization – maximum 40 points		
Presentation Style: 20 Points		
Assembly/Auditorium Presentation = 5 points		
Combination Assembly and Classroom Presentations= 12 points		
Individual Classroom Presentations = 20 Points		
Multiple Visits – 10 Points		
1 visit per student = 2 points		
2 visits per student = 5 points		
3 visits per student = 8 points		
4 or more visits per student = 10 points		
Breadth of Program - maximum 10 points		
Less than 10 total classroom visits or 20% of the student population = 2 point		
11-25 total classroom visits or 40% of the student population = 4 points		

Fiscal Year 2011 S.A.F.E. Program Grant Score Sheet

26-50 total classroom visits or 60% of the student population	= 6 points		
51-75 total classroom visits or 80% of the student population	= 8 points		
more than 76 total classroom visits	= 10 points		
Evaluation – maximum 25 points			
Student Evaluation – Is there a documented method of student evaluation given for at least one grade level? Evaluation instrument should be attached. =Range 0 (none) -10 (good) points			
S.A.F.E. Program 3rd Grade Evaluation – Is the community using the S.A.F.E. Program 3 rd Grade Evaluation Tool? If so, a copy should be attached.		= 5 points	
Instructor Evaluation / Feedback – Is there a documented method of instructor evaluation (feedback) given? Evaluation instrument should be attached. = Range 0 (none) -10 (good) points			
MFIRS Current		= 0 or 5points	No/Yes
MFIRS – Is the fire department current with its MFIRS reporting requirements through June 2010?			
Total Points			

Reminder this score sheet is for the applicant's reference only. Do not complete and do not send in with the application.

FY 2011 Planning Grant Application

Instructions:

Those applying for a planning grant should request \$1,500, however actual awards will be determined based on available funds.

1. Please complete pages 17, 18,19 and 24 from the “S.A.F.E Program Grant Application.”
2. Circle “Yes” or “No” for the questions below.
3. Write a Narrative (page 29) addressing how you plan to use the money from the Planning Grant.

MFIRS Current. Is the fire department current through June 2010 with its MFIRS reporting requirements?	Yes or No
At least one classroom based activity planned?	Yes or No
At least one community program planned?	Yes or No
Name of Lead S.A.F.E. Educator given who has completed or will complete by 6/30/11 in 5-day Public Fire and Life Safety Educator course_____	Yes or No

Planning Grant Narrative: (1 page limit)

Agreement

Between

The Department of Fire Services

And

The S.A.F.E (Student Awareness of Fire Education) Grant Recipients

(To be completed only by Communities/ Districts submitting joint applications)

This agreement is entered into by and between the Commonwealth of Massachusetts, Department of Fire Services, State Road, Stow, Massachusetts and the City/Town of _____, as principal acting on behalf of itself and the City/Town(s) of _____, _____, _____, beneficiaries and regional grant recipients.

In exchange for mutual promises contained herein, as good and sufficient consideration, the receipt and sufficiency of which are hereby acknowledged, the parties are agreed as follows:

TERMS AND CONDITIONS

I) The Department

A) The Department of Fire Services shall provide SAFE grant monies, in the amount of \$ _____, in accordance with the funding formula provided for in the regional SAFE grant application, incorporated herein by reference.

B) This money is intended to be used for public fire education services to be provided by the principal for itself and all its beneficiaries. The total grant award as provided, above, and shall be the total sum award for the principal and its beneficiaries as determined by the SAFE grant formula provided in the grant application.

II) The Principal and Beneficiaries

A) The principal and its beneficiaries agree to enter into any necessary agreements necessary to effectuate the purpose of the grant award and the terms of this agreement, including but not limited to, the execution of contracts related to the grant.

B) The principal and beneficiaries, expressly warrant that they will abide by the terms of the SAFE grant and this agreement in exchange or the grant award monies provided for and referenced herein. The beneficiaries will “forgo funding” for their respective communities in exchange for their receipt of services as provided herein.

So Agreed:

For the Department of Fire Services:

Stephen D. Coan, State Fire Marshal

Date

For the Principal: City/Town of _____

Designated Signature Authority

Date

Print Name and Title

Fiscal Year 2011 S.A.F.E. Joint Application Agreement

For the Beneficiaries:

City/Town of: _____
_____ Designated Signature Authority
_____ Print Name and Title

City/Town of: _____
_____ Designated Signature Authority
_____ Print Name and Title

City/Town of: _____
_____ Designated Signature Authority
_____ Print Name and Title

FY 2009 Student Awareness of Fire Education Program
Fire Department/ Fire District Eligible Amounts

Tier	Pop	2009 Award Amount	Number of City/Towns
1	0-4,999	\$2,600	46
2	5,000-14,999	\$3,500	107
3	15,000-29,999	\$4,100	66
4	30,000-49,999	\$5,200	30
5	50,000-89,999	\$6,500	14
6	90,000-499,999	\$10,200	7
7	Over 500,000	\$13,600	1

CITY/TOWN	2000 Census	% of District Population	City/Town Tier	District Tier	2010 Eligible Amount
Abington	14,605		2		\$3,500
Acton	20,331		3		\$4,100
Acushnet	10,161		2		\$3,500
Agawam	28,144		3		\$4,100
Amesbury	16,450		3		\$4,100
Amherst	34,874		4		\$5,200
Andover	31,247		4		\$5,200
Arlington	42,389		4		\$5,200
Ashburnham	5,546		2		\$3,500
Ashfield	1,800		1		\$2,600
Athol	11,299		2		\$3,500
Attleboro	42,068		4		\$5,200
Auburn	15,901		3		\$4,100
Avon	4,443		1		\$2,600
Ayer	7,287		2		\$3,500
Bedford	12,595		2		\$3,500
Belchertown	12,968		2		\$3,500
Bellingham	15,314		3		\$4,100
Belmont	24,194		3		\$4,100
Berkley	5,749		2		\$3,500
Berlin	2,380		1		\$2,600
Beverly	39,862		4		\$5,200
Billerica	38,981		4		\$5,200
Blackstone	8,804		2		\$3,500
Bondsville	3,000	23%		2	\$805
Boston	589,141		7		\$13,600
Bourne	18,721		3		\$4,100
Boxborough	4,868		1		\$2,600
Boxford	7,921		2		\$3,500
Boylston	4,008		1		\$2,600
Braintree	33,828		4		\$5,200
Brewster	10,094		2		\$3,500
Bridgewater	25,185		3		\$4,100
Brimfield	3,339		1		\$2,600
Brockton	94,304		6		\$10,200
Brookfield	3,051		1		\$2,600
Brookline	57,107		5		\$6,500
Buckland	1,991		1		\$2,600
Burlington	22,876		3		\$4,100
Cambridge	101,355		6		\$10,200
Canton	20,775		3		\$4,100
Carver	11,163		2		\$3,500

FY 2009 Student Awareness of Fire Education Program
Fire Department/ Fire District Eligible Amounts

CITY/TOWN	2000 Census	% of District Population	City/Town Tier	District Tier	2010 Eligible Amount
Centerville-Osterville-	23,380	51%		4	\$2,652
Charlton City	11,263		2		\$3,500
Chatham	6,625		2		\$3,500
Chelmsford	33,858		4		\$5,200
Chelsea	35,080		4		\$5,200
Cheshire	3,401		1		\$2,600
Chester	1,308		1		\$2,600
Chesterfield	1,201		1		\$2,600
Chicopee	54,653		5		\$6,500
Cohasset	7,261		2		\$3,500
Colrain	1,813		1		\$2,600
Concord	16,993		3		\$4,100
Cummington	978		1		\$2,600
Danvers	25,212		3		\$4,100
Dartmouth District 1	12,833	39%		4	\$2,028
Dedham	23,464		3		\$4,100
Dennis	15,973		3		\$4,100
Devens			1		\$2,600
Dighton	6,175		2		\$3,500
Douglas	7,045		2		\$3,500
Dracut	28,562		3		\$4,100
Dudley	10,036		2		\$3,500
Duxbury	14,248		2		\$3,500
East Bridgewater	12,974		2		\$3,500
East Brookfield	2,097		1		\$2,600
East Longmeadow	14,100		2		\$3,500
Eastham	5,453		2		\$3,500
Easthampton	15,994		3		\$4,100
Easton	22,299		3		\$4,100
Essex	3,267		1		\$2,600
Everett	38,037		4		\$5,200
Fairhaven	16,159		3		\$4,100
Fall River	91,938		6		\$10,200
Falmouth	32,660		4		\$5,200
Fitchburg	39,102		4		\$5,200
Foxborough	16,246		3		\$4,100
Framingham	66,910		5		\$6,500
Franklin	29,560		3		\$4,100
Freetown	8,472		2		\$3,500
Gardner	20,770		3		\$4,100
Georgetown	7,377		2		\$3,500
Gill	1,363		1		\$2,600
Gloucester	30,273		4		\$5,200
Goshen	921		1		\$2,600
Grafton	14,894		2		\$3,500
Granby	6,132		2		\$3,500
Granville	1,521		1		\$2,600
Great Barrington	7,527		2		\$3,500
Greenfield	18,168		3		\$4,100
Groton	9,547		2		\$3,500
Hadley	4,793		1		\$2,600
Halifax	7,500		2		\$3,500
Hampden	5,171		2		\$3,500
Hanover	13,164		2		\$3,500
Hanson	9,495		2		\$3,500

FY 2009 Student Awareness of Fire Education Program
Fire Department/ Fire District Eligible Amounts

CITY/TOWN	2000 Census	% of District Population	City/Town Tier	District Tier	2010 Eligible Amount
Harvard	5,981		2		\$3,500
Hatfield	3,249		1		\$2,600
Haverhill	58,969		5		\$6,500
Hingham	19,882		3		\$4,100
Holbrook	10,785		2		\$3,500
Holden	15,621		3		\$4,100
Holland	2,407		1		\$2,600
Holliston	13,801		2		\$3,500
Holyoke	39,838		4		\$5,200
Hopedale	5,907		2		\$3,500
Hopkinton	13,346		2		\$3,500
Hubbardston	3,909		1		\$2,600
Hudson	18,113		3		\$4,100
Hull	11,050		2		\$3,500
Huntington	2,174		1		\$2,600
Ipswich	12,987		2		\$3,500
Kingston	11,780		2		\$3,500
Lakeville	9,821		2		\$3,500
Lancaster	7,380		2		\$3,500
Lanesborough	2,990		1		\$2,600
Lawrence	72,043		5		\$6,500
Leicester	10,471		2		\$3,500
Lenox	5,077		2		\$3,500
Leominster	41,303		4		\$5,200
Leverett	1,663		1		\$2,600
Lexington	30,355		4		\$5,200
Lincoln	8,056		2		\$3,500
Littleton	8,184		2		\$3,500
Longmeadow	15,633		3		\$4,100
Lowell	105,167		6		\$10,200
Ludlow	21,209		3		\$4,100
Lunenburg	9,401		2		\$3,500
Lynn	89,050		5		\$6,500
Lynnfield	11,542		2		\$3,500
Malden	56,340		5		\$6,500
Manchester	5,228		2		\$3,500
Mansfield	22,414		3		\$4,100
Marblehead	20,377		3		\$4,100
Marion	5,123		2		\$3,500
Marlborough	36,255		4		\$5,200
Marshfield	24,324		3		\$4,100
Mattapoissett	6,268		2		\$3,500
Maynard	10,433		2		\$3,500
Medford	55,765		5		\$6,500
Medway	12,448		2		\$3,500
Melrose	27,134		3		\$4,100
Mendon	5,286		2		\$3,500
Merrimac	6,138		2		\$3,500
Methuen	43,789		4		\$5,200
Middleborough	19,941		3		\$4,100
Middleton	7,744		2		\$3,500
Milford	26,799		3		\$4,100
Millbury	12,784		2		\$3,500
Millis	7,902		2		\$3,500
Millville	2,724		1		\$2,600

FY 2009 Student Awareness of Fire Education Program
Fire Department/ Fire District Eligible Amounts

CITY/TOWN	2000 Census	% of District Population	City/Town Tier	District Tier	2010 Eligible Amount
Milton	26,062		3		\$4,100
Monson	8,359		2		\$3,500
Nahant	3,632		1		\$2,600
Nantucket	9,520		2		\$3,500
Natick	32,170		4		\$5,200
Needham	28,911		3		\$4,100
New Bedford	93,768		6		\$10,200
New Salem	929		1		\$2,600
Newburyport	17,189		3		\$4,100
Norfolk	10,460		2		\$3,500
North Adams	14,681		2		\$3,500
North Andover	27,202		3		\$4,100
North Attleboro	27,143		3		\$4,100
North Reading	13,837		2		\$3,500
Northampton	28,978		3		\$4,100
Northborough	14,013		2		\$3,500
Northbridge	13,182		2		\$3,500
Norton	18,036		3		\$4,100
Norwell	9,765		2		\$3,500
Norwood	28,587		3		\$4,100
Orange	7,518		2		\$3,500
Orleans	6,341		2		\$3,500
Oxford	13,352		2		\$3,500
Palmer	6,000	46%		2	\$1,610
Paxton	4,386		1		\$2,600
Peabody	48,129		4		\$5,200
Pelham	1,403		1		\$2,600
Pepperell	11,142		2		\$3,500
Phillipston	1,621		1		\$2,600
Pittsfield	45,793		4		\$5,200
Plainville	7,683		2		\$3,500
Plymouth	51,701		5		\$6,500
Plympton	2,637		1		\$2,600
Princeton	3,353		1		\$2,600
Quincy	88,025		5		\$6,500
Randolph	30,963		4		\$5,200
Raynham	11,739		2		\$3,500
Reading	23,708		3		\$4,100
Rehoboth	10,172		2		\$3,500
Revere	47,283		4		\$5,200
Rochester	4,581		1		\$2,600
Rockport	7,767		2		\$3,500
Russell	1,657		1		\$2,600
Rutland	6,353		2		\$3,500
Salem	40,407		4		\$5,200
Salisbury	7,827		2		\$3,500
Sandwich	20,136		3		\$4,100
Saugus	26,078		3		\$4,100
Savoy	705		1		\$2,600
Scituate	17,863		3		\$4,100
Seekonk	13,425		2		\$3,500
Sharon	17,408		3		\$4,100
Shelburne Falls	2,200	68%		1	\$1,768
Sherborn	4,200		1		\$2,600
Shirley	6,373		2		\$3,500

FY 2009 Student Awareness of Fire Education Program
Fire Department/ Fire District Eligible Amounts

CITY/TOWN	2000 Census	% of District Population	City/Town Tier	District Tier	2010 Eligible Amount
Shrewsbury	31,640		4		\$5,200
Shutesbury	1,810		1		\$2,600
Somerset	18,234		3		\$4,100
Somerville	77,478		5		\$6,500
South Hadley District 1	10,000	67%		3	\$2,747
South Hadley District 2	5,000	33%		3	\$1,353
Southampton	5,387		2		\$3,500
Southborough	8,781		2		\$3,500
Southbridge	17,214		3		\$4,100
Southwick	8,835		2		\$3,500
Spencer	11,691		2		\$3,500
Springfield	152,082		6		\$10,200
Sterling	7,257		2		\$3,500
Stoneham	22,219		3		\$4,100
Stoughton	27,149		3		\$4,100
Stow	5,902		2		\$3,500
Sturbridge	7,837		2		\$3,500
Sudbury	16,841		3		\$4,100
Sunderland	3,777		1		\$2,600
Sutton	8,250		2		\$3,500
Swampscott	14,412		2		\$3,500
Swansea	15,901		3		\$4,100
Taunton	55,976		5		\$6,500
Templeton	6,799		2		\$3,500
Tewksbury	28,851		3		\$4,100
Three Rivers	4,000	31%		2	\$1,085
Topsfield	6,141		2		\$3,500
Townsend	9,198		2		\$3,500
Turners Falls	6,238	75%		2	\$2,625
Tyngsboro	11,081		2		\$3,500
Upton	5,642		2		\$3,500
Uxbridge	11,156		2		\$3,500
Wakefield	24,804		3		\$4,100
Wales	1,737		1		\$2,600
Walpole	22,824		3		\$4,100
Waltham	59,226		5		\$6,500
Ware	9,707		2		\$3,500
Warren	4,776		1		\$2,600
Watertown	32,986		4		\$5,200
Wayland	13,100		2		\$3,500
Webster	16,415		3		\$4,100
Wellesley	26,613		3		\$4,100
Wellfleet	2,749		1		\$2,600
Wenham	4,440		1		\$2,600
West Boylston	7,481		2		\$3,500
West Bridgewater	6,634		2		\$3,500
West Brookfield	3,804		1		\$2,600
West Springfield	27,899		3		\$4,100
West Stockbridge	1,416		1		\$2,600
Westborough	17,997		3		\$4,100
Westfield	40,072		4		\$5,200
Westford	20,754		3		\$4,100
Westhampton	1,468		1		\$2,600
Westminster	6,907		2		\$3,500
Weston	11,469		2		\$3,500

FY 2009 Student Awareness of Fire Education Program
Fire Department/ Fire District Eligible Amounts

CITY/TOWN	2000 Census	% of District Population	City/Town Tier	District Tier	2010 Eligible Amount
Westport	14,183		2		\$3,500
Westwood	14,117		2		\$3,500
Weymouth	53,988		5		\$6,500
Whitman	13,882		2		\$3,500
Wilbraham	13,473		2		\$3,500
Williamsburg	2,427		1		\$2,600
Wilmington	21,363		3		\$4,100
Winchendon	9,611		2		\$3,500
Winchester	20,810		3		\$4,100
Winthrop	18,303		3		\$4,100
Woburn	37,258		4		\$5,200
Worcester	172,648		6		\$10,200
Wrentham	10,554		2		\$3,500
Yarmouth	24,807		3		\$4,100

276

\$1,092,973

Eligible for Planning Grant

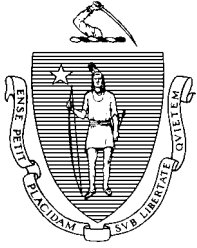
CITY/TOWN	2000 Census	% of District	City/Town	District Tier	2010
Adams	8,809		2		Planning
Alford	399		1		Planning
Aquinnah	344		1		Planning
Ashby	2,845		1		Planning
Ashland	14,674		2		Planning
Barnstable	3,237	7%		4	Planning
Barre	5,113		2		Planning
Becket	1,755		1		Planning
Bernardston	2,155		1		Planning
Blandford	1,214		1		Planning
Bolton	4,148		1		Planning
Carlisle	4,717		1		Planning
Charlemont	1,358		1		Planning
Chilmark	843		1		Planning
Clarksburg	1,686		1		Planning
Clinton	13,435		2		Planning
Conway	1,809		1		Planning
Cotuit	3,173	7%		4	Planning
Dalton	6,892		2		Planning
Dartmouth District 2	2,637	8%		4	Planning
Dartmouth District 3	17,148	53%		4	Planning
Deerfield	1,704	36%		1	Planning
Dover	5,558		2		Planning
Dunstable	2,829		1		Planning
Edgartown	3,779		1		Planning
Egremont	1,345		1		Planning
Erving	1,467		1		Planning
Florida	676		1		Planning
Gosnold	86		1		Planning
Groveland	6,038		2		Planning
Hamilton	8,315		2		Planning
Hancock	721		1		Planning
Hardwick	2,622		1		Planning
Harwich	12,386		2		Planning

FY 2009 Student Awareness of Fire Education Program
Fire Department/ Fire District Eligible Amounts

CITY/TOWN	2000 Census	% of District Population	City/Town Tier	District Tier	2010 Eligible Amount
Hawley	336		1		Planning
Heath	805		1		Planning
Hinsdale	1,872		1		Planning
Hyannis	12,543	28%		4	Planning
Lee	5,985		2		Planning
Leyden	772		1		Planning
Mashpee	12,946		2		Planning
Massport			1		Planning
Medfield	12,273		2		Planning
Middlefield	542		1		Planning
Monroe	93		1		Planning
Montague	2,078	25%		2	Planning
Monterey	934		1		Planning
Montgomery	654		1		Planning
New Ashford	247		1		Planning
New Braintree	927		1		Planning
New Marlborough	1,494		1		Planning
Newbury	6,717		2		Planning
Newton	83,829		5		Planning
North Brookfield	4,683		1		Planning
Northfield	2,951		1		Planning
Oak Bluffs	3,713		1		Planning
Oakham	1,673		1		Planning
Onset	4,314	22%		3	Planning
Otis	1,365		1		Planning
Pembroke	16,927		3		Planning
Peru	821		1		Planning
Petersham	1,180		1		Planning
Plainfield	589		1		Planning
Provincetown	3,431		1		Planning
Richmond	1,604		1		Planning
Rockland	17,670		3		Planning
Rowe	351		1		Planning
Rowley	5,500		2		Planning
Royalston	1,254		1		Planning
Sandisfield	824		1		Planning
Sheffield	3,335		1		Planning
Shelburne	1,012	32%		1	Planning
South Deerfield	3,046	64%		1	Planning
Stockbridge	2,276		1		Planning
Tisbury (Vinyard Haven)	3,755		1		Planning
Tolland	426		1		Planning
Truro	2,087		1		Planning
Tyringham	350		1		Planning
Wareham	15,562	78%		3	Planning
Warwick	750		1		Planning
Washington	544		1		Planning
Wendell	986		1		Planning
West Barnstable	3,237	7%		4	Planning
West Newbury	4,149		1		Planning
West Tisbury	2,467		1		Planning
Whately	1,573		1		Planning
Williamstown	8,424		2		Planning
Windsor	875		1		Planning
Worthington	1,270		1		Planning

FY 2009 Student Awareness of Fire Education Program
Fire Department/ Fire District Eligible Amounts

CITY/TOWN	2000 Census	% of District Population	City/Town Tier	District Tier	2010 Eligible Amount
89			if grants are \$1,500		\$ 133,500.00



DEVAL L. PATRICK
GOVERNOR

TIMOTHY P. MURRAY
LT. GOVERNOR

MARY ELIZABETH HEFFERNAN
SECRETARY

The Commonwealth of Massachusetts
Executive Office of Public Safety and Security
Department of Fire Services

P.O. Box 1025 ~ State Road

Stow, Massachusetts 01775

(978) 567~3100 Fax: (978) 567~3121

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STEPHEN D. COAN
STATE FIRE MARSHAL

MEMORANDUM

TO: Heads of Fire Departments

FROM: Stephen D. Coan
State Fire Marshal

DATE: September 1, 2010

SUBJECT: 8th Edition of the State Building Code – Commercial Code

This is to inform you that the 8th edition of the State Building Code is effective as of August 6, 2010. The Board of Building Regulations and Standards has created a six-month phase in cycle. At this time, during the building permit application, the owner/developer shall identify which edition of the code they are building too. As of February 10, 2011, the 7th edition of the State Building Code will cease to exist.

In order to complete plan reviews and necessary inspection and enforcement activities, the following will need to be purchased:

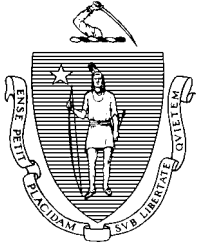
- MA front end amendment package (available at the Secretary of State's Office)
- 2009 International Building Code
- 2009 International Fire Code
- 2009 International Existing Buildings Code

The International series of codes can be purchased from the International Code Council through the following web page: <http://www.iccsafe.org/Pages/default.aspx>

If you have any questions please contact Code Compliance at 978-567-3375.

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STEPHEN D. COAN
STATE FIRE MARSHAL

MEMORANDUM

TO: Heads of Fire Departments

FROM: Stephen D. Coan
State Fire Marshal

DATE: September 1, 2010

SUBJECT: Sprinkler Demonstration Trailer

I am pleased to announce that the Department of Fire Services has available a combination SAFE/Sprinkler Demonstration Trailer. This trailer was obtained through a United States Fire Administration Fire Prevention Grant, and our goal is to utilize this trailer to promote and educate citizens about the benefits of residential sprinklers. If your city/town is currently looking to adopt one or more of the MGL 148, 26 series of laws or require sprinklers through the use of the special permit provisions – this may be a great tool to inform and educate people prior to a town meeting.

At this time, we are going to limit the use of the trailer primarily for sprinkler demonstrations. If you are going to utilize the residential sprinkler demonstration portion of the trailer, at least one representative from your department must attend one of our training sessions. This representative must be the person controlling and operating the residential sprinkler demonstration trailer. In addition to the list of training dates found in this memo, it is our intent to run several additional training programs later in the summer or early fall.

DFS staff will deliver the trailer to a location you designate and will pick up the trailer at the end of your use. There will be no charge for the delivery and pick up of the trailer. If you are not able to have a member of your department trained and are still interested in using the trailer for a sprinkler demonstration, a contract for the use of the trailer and personnel to operate the trailer will be available through the Department of Fire Services. The cost will be \$300 to any fire department that has not received training.

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Again, at this time, if there is interest in the use of the sprinkler demonstration portion of the trailer, you can contact the Massachusetts Firefighting Academy Scheduling Department at 978-567-3205.

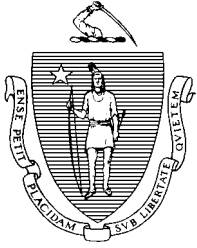
If you have any technical questions about residential sprinklers, please contact our Technical Services - Engineering Staff at 978-567-3376 or 978-567-3377. There is additional information regarding residential sprinklers on our website as well.

Scheduled Training Date

Date of Training	MFA Class Number	Time of Training	Location of Training
September 15, 2010	200-000-S46	9:00 – 12:00	Department of Fire Services Stow, MA

If you are interested in a SAFE trailer for public education activities, please contact your district coordinator for scheduling and using the district's SAFE trailer. If the district trailer is not available, you may request the use of the DFS trailer by contacting the Fire Academy scheduling department. The use of the SAFE portion of the trailer is subject to availability and the following provision: a firefighter actively engaged in teaching public education, preferably a firefighter that has completed any public education programs sponsored by the Department of Fire Services.

SDC/bhs



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STEPHEN D. COAN
STATE FIRE MARSHAL

MEMORANDUM

TO: Heads of Fire Departments

FROM: Stephen D. Coan
State Fire Marshal

DATE: August 25, 2010

SUBJECT: 2009 County Profiles

In order to reduce costs and in keeping with the Commonwealth's 'green' initiatives, an analysis of your county's 2009 fire experience may be found at <http://www.mass.gov/dfs> go to Quick Links, then Annual Reports (MFIRS) to download a copy in pdf format. This brief analysis is based on fire incidents reported to the Massachusetts Fire Incident Reporting System (MFIRS) in 2009 by fire departments in your county. Using counties to look at the fire experience more locally, may be helpful to highlight regional differences in the state's fire problem. This report is the result of the cooperation and hard work of the fire service and the staff in the Division of Fire Safety. I hope this information may help you target your fire prevention programs.

2009 Fire Deaths Decrease by 27% - New All Time Record Low

There were 36 civilian fire deaths in 2009. This is a new all time record low and a 27% decrease over the 49 civilian fire deaths in 2008. Improper disposal of smoking materials was once again the leading cause of fire deaths in Massachusetts. Electrical fires were the second leading cause of fire deaths.

No Fire Service Deaths in 2009

There were no reported fire-related fire service deaths in 2009.

Cooking and Heating Top Causes of Residential Fires

Eighty-three percent (83%) of all building fires occur in residences. In every county but Franklin County, unattended and other unsafe cooking practices was still the leading cause

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of residential building fires. The second leading cause of fires as well as the leading cause in Franklin County, was heating equipment fires.

MA Homes Still Without Working Smoke Alarms

Around the state residential smoke detectors were present but failed to operate in 1% of the fires, none were present in another 2% of the fires, and in confined fires, the detector failed to alert the occupants in 9% of the fires.

Structure Fires Increases

Only structure fires saw an increase in 2009. Structure fires increased by 504, or 3%, from the 17,269 in 2008. Motor vehicle fires decreased by 16, or 1%, from the 3,085 reported the previous year. Outside and other fires decreased by 2,147, or 22%, from the 9,900 reported in 2008. The largest decreases in 2009 were in tree, brush or grass fires and unclassified fires. Tree, brush or grass fires decreased by 1,468, or 30%, from the 4,858 reported in 2008; and outside rubbish fires decreased by 423, or 13%, from the 3,280 reported the previous year.

EMS & False Alarms Keep Departments Busy

Many fire departments are now voluntarily reporting every incident, not just the mandatory fires and explosion loss incidents. In most cases the leading types of incidents that these departments responded to were 'Rescue and EMS calls' followed by 'False alarm or false calls'. This data gives us a more accurate picture of what Massachusetts fire departments are doing on a daily basis.

Statistics for All Counties

Also included are tables summarizing statistics for all counties that help to give depth and context to the fire problem in an individual county. For instance the total number of fire deaths looks different when coupled with the fire deaths per 10,000 population or per 1,000 fires.

Please call Derryl Dion at (978) 567-3382 if you have any questions about this report. Thank you for supporting public fire safety.

SDC/bhs

Cooking Safety

- Put a lid on a grease fire to smother it then turn off the heat. Baking soda will also work.
- Wear tightfitting sleeves when cooking. Loose sleeves easily catch fire.
- Never throw water on a grease fire. Water will only spread the fire around.
- Never move a burning pan. You can too easily ignite your clothes or spill the fire onto someone or something else.
- Stand by your pan! Never leave cooking unattended.



Safe Smoking

- Try to quit again.
- For health and fire safety reasons, permit smoking outside only.
- Never smoke in bed.
- Use large ashtrays with center rests so cigarettes fall into the ashtray not on the floor.
- Smokers should keep lighters on their person, not on the table or in a purse where children can find them.
- Never smoke in homes where oxygen is in use.

Match and Lighter Safety

- Purchase child resistant lighters.
- Keep all matches and lighters out of reach and sight of children. A high, locked cabinet is recommended.
- Teach children that matches and lighters are not toys, they are tools for grown-ups.
- Teach young children to tell a grown-up when they see matches or lighters lying around.
- Never give a lighter to a child as a toy.



Fire Safety Tips



Stephen D. Coan
State Fire Marshal

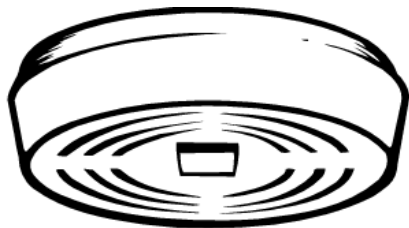
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When the smoke detector sounds get out of the building immediately before your escape route is blocked.

To survive a fire: install and maintain smoke detectors and practice an escape plan.

Smoke Detectors

- Install smoke detectors on every level and outside each sleeping area.
- Test them monthly.
- Replace the battery twice a year.
- Never disable your detector.



Home Escape Plan

- Practice your home escape plan with the whole family twice a year.
- Plan 2 ways out of each room. The easy way out is probably the door and the second way out might be a window.
- If you plan for a child or a senior to exit a window, make sure they can open it easily.
- If you can't get out, close your door and go to the window and signal for help. Teach children never to hide under beds or in closets.
- If you must go through smoke, crawl low. The coolest, cleanest air will be about 18 inches off the ground.
- Have a meeting place outside where everyone will meet. Be able to tell the fire department if everyone is out safely.
- Stay out; don't go back into a burning building for anything.
- Telephone the fire department from a neighbor's house or use the fire alarm emergency box.

Use this grid to draw a floor plan of each person's bedroom or to show the whole house.

A large grid of graph paper, consisting of 20 columns and 20 rows of squares. In the bottom-left corner, there is a legend entry: a large 'X' followed by the text '- Meeting Place'.

Practice, Practice, Practice!

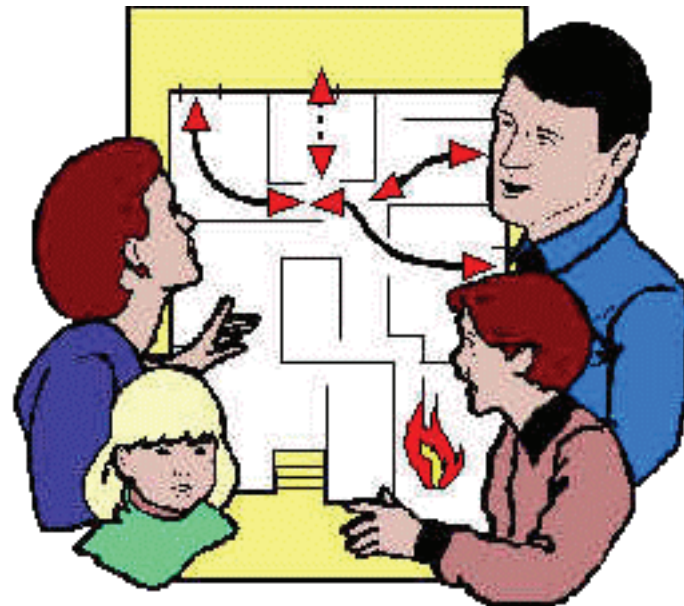
Conduct home fire escape drills frequently, at least twice a year, so actions become automatic behaviors.

- Hold a family fire drill during the day, while everyone is awake and another one at night while children are asleep to see how they will respond.
- Following the drill, make adjustments to the plan.
- Does someone in the family, who may be too young or physically impaired, need assistance?
- An adult can go to their room and help that person to an alternate escape route.
- If a child sleeps through an alarm they may need to be awakened by an adult.
- Infants will need to be carried to safety.

Remember...

When the alarm sounds:

- Leave the building.
 - Get out, stay out!
 - Go to the family meeting place.
 - Dial 911 from a neighbor's house.
 - Wait at the meeting place for the fire department to arrive.
- Let them know if everyone is safe.



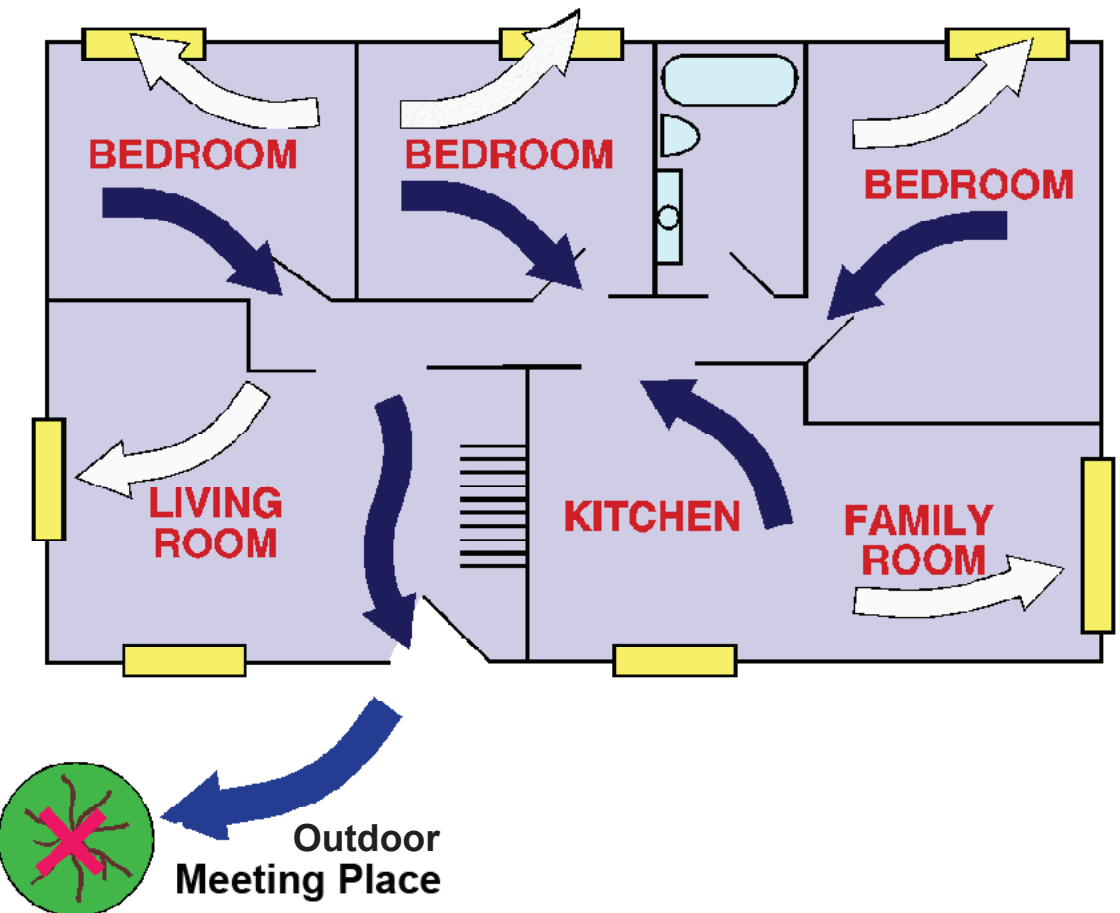
Be sure to have your street number posted on your home, in numbers clearly visible from the street. This will help emergency personnel to locate your house quickly.

Home Fire Escape Drills

*It starts with **Planning**, It works by **Practicing***



Plan 2 Ways Out of EVERY Room!



When the smoke alarm sounds...Get Out, Stay Out!



FireFACTORS

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Most fatal fires occur in the home.

Having working smoke alarms as well as planning and practicing home fire escape drills can reduce your risk of injury or death.

Children practice fire drills in school at least four times per year.

Do you practice how to react to fire in your home? **You should!**

When fire strikes...
you may have **less than one minute** to safely get out of the building.

Knowing what to do can mean the difference between life and death!

Fires are fast.

Fires double in size every minute.

Fires are dark.

They are not like what you see on television or in the movies. Fires create thick, black, choking smoke which makes it impossible to see and breathe.

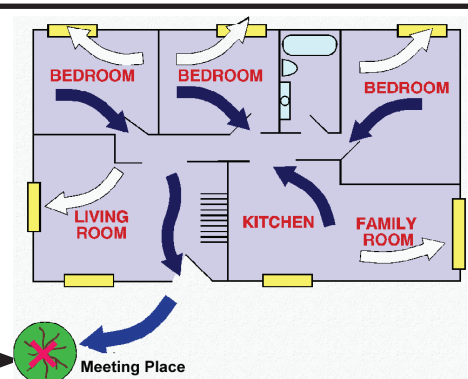
Fires produce heat, smoke and toxic gases.

Smoke alarms warn residents in the event of a fire. Smoke alarms give you time to leave the building before your escape route is blocked by deadly smoke, heat and toxic gases.

Plan 2 ways out of each room...

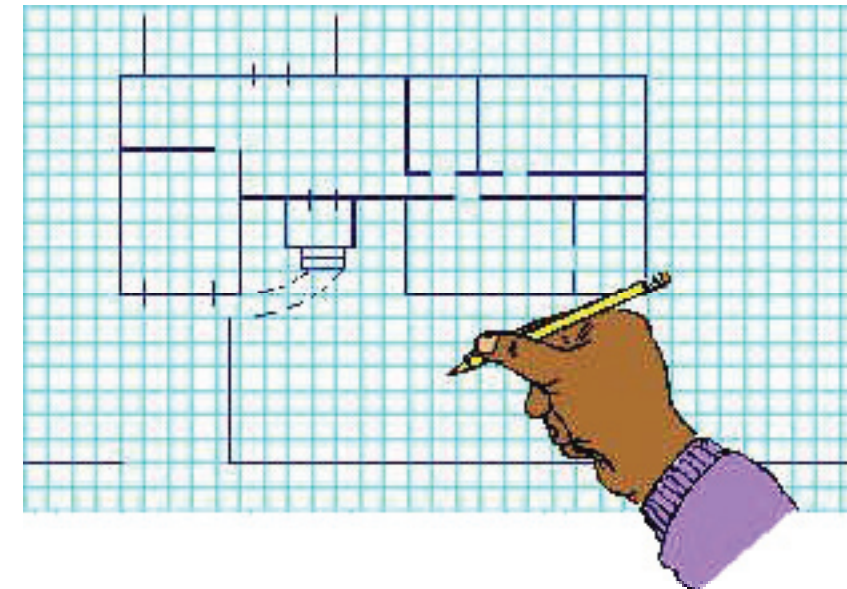
Discuss the plan with each member of the family so everyone understands what to do in an emergency.

Choose a meeting place outdoors



Make an Escape Plan!

Draw a floor plan of your home



Plan a HOME fire escape route

What to do...

- Locate all doors, windows, halls, stairs and fire escapes that can be used to get outside.
- Using arrows, show 2 ways out of every room, especially bedrooms.
- Make sure that each family member can open door locks and window latches.
- Check to see if all windows that are part of the escape plan open easily and have not been painted shut.
- If your home has security bars or child window guards, they should have a quick-release feature that can be operated from the inside.
- Keep exits and paths clear of obstacles such as furniture, newspapers, toys, etc.
- Plan around your abilities. If you wear eyeglasses or hearing aids – keep them at your bedside along with a flashlight.
- When the smoke alarm sounds, remember to:
 - Roll out of bed; onto the floor, stay low beneath smoke
 - Crawl to the door.
 - Check the door for heat with the back of the hand
 - If cool, open the door slowly. If the coast is clear, crawl to escape. Signal others by calling / banging.
 - Do not open a hot door. Place a towel or blanket under the door to keep smoke out. Crawl to the window. Turn on a light, open the window. If you can safely reach the ground, exit the window. Otherwise, shout and signal for help. Don't jump. A firefighters first priority is to rescue people.

TRICK OR TREATING

- Smaller children should always be with an adult. It's best to take little ones out early. If older children are going out without you, go over the ground rules first!
- Know what neighborhoods they will be in.
- Don't allow them in areas with which you are not completely comfortable.
- Have the children stay in a group.
- Let them know what time to be home.
- Give them a cell phone to use if necessary.
- Use sidewalks.
- Cross only at the corners, never dart out between parked cars.
- Cover one side of the street at a time, no criss-crossing.
- Never go inside someone's home unless it is a friend's.
- Never accept a ride in a car.
- Only approach houses where the outside lights are on as a signal of welcome.
- Bring their bags home to be checked by an adult before eating a single treat.



HALLOWEEN SAFETY TIPS



Stephen D. Coan

State Fire Marshal

P.O. Box 1025 - State Road

Stow, Massachusetts 01775

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COSTUMES

- Children should carry a flashlight and their costumes should be bright-colored or have reflective tape to highlight them.
- Be sure all parts of the costume are labeled flame retardant.
- Costumes should not have trailing material or tails long enough to cause falls.
- Pointed objects such as swords and devils' forks should be made of soft material.
- If your child wears a mask instead of make-up on their face, double check that the eye holes are large enough to see through clearly.

- Children should wear sturdy shoes and temperature appropriate clothing underneath their costumes.



FIREWORKS

- Firecrackers, cherry bombs, and party poppers cause many injuries and fires on Halloween.
- These are dangerous and should not be used by children, teens or adults. Besides the physical danger and the fire hazards involved, fireworks are illegal in Massachusetts.



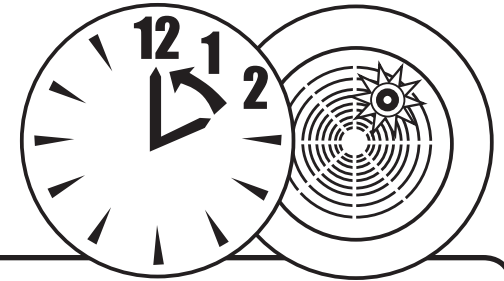
DECORATIONS

- Use a small flashlight or battery-operated candle in pumpkins instead of an open-flame candle.
- Keep dried leaves and cornstalks away from all flames and heat sources.
- Only use flame-proof crepe paper.



CHANGE YOUR BATTERIES

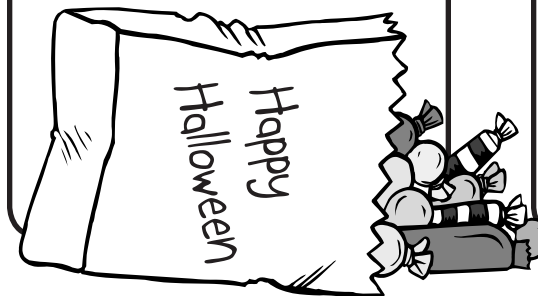
- Each year around Halloween, we turn the clocks back one hour. This is a good time to also change the batteries in your smoke detectors.
- This year, buy batteries along with your Halloween candy and on **Sunday, November 7**



**Change your clocks.
Change your batteries.**

CHECKING TREATS + WELCOMING TRICK OR TREATERS

- Make sure your own home is well-lit and that there is a clear path to your door. Bicycles and lawn furniture can trip youngsters in the dark.



- Throw out anything that appears tampered with, home-made foods or home-packaged foods unless you are certain of the source.
- Inspect fruit closely and take away treats that may not be age appropriate. Young children may choke on things like hard candy or peanuts.

